ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/21/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED000083	7421	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Davidson, Edgar O.

5. TITLE OF DOCUMENT ABSTRACTED:
Philosophical Emphasis in the Development of Graduate Professional Education at the Pennsylvania State College With Reference to Other Collegiate Programs

6. PUBLICATION TITLE:
Penn State Review of Educational Research

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Penn State Univ.
ST. University Park,
CITY, STATE Pa.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
The Pennsylvania State Univ.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
V	37-40	Nov. 53	4

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR abstract of doctoral dissertation and experimental study

16. INDEXING TERMS (6-12)

experimental studies		programs	teacher edu.		
graduate edu.		teachers	professional edu.		
abstracts		administration	values		

17. ABSTRACT (MAX. 250 WORDS)

A study to assess and evaluate some of the driving forces that have caused the development of graduate programs in education and to attempt to discover the effect of philosophic beliefs of graduate faculty and administrators upon these programs.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

51 Reporter

Penn State Review of Educational Research
Vol II, No. 1 Nov 1953

#7421

PHILOSOPHICAL EMPHASIS IN THE DEVELOPMENT OF GRADUATE PROFESSIONAL EDUCATION AT THE PENNSYLVANIA STATE COLLEGE WITH REFERENCE TO OTHER COLLEGIATE PROGRAMS

- Edgar O. Davidson -

HE7421

The Nature of the Problem

This study is an examination into the graduate programs in education of The Pennsylvania State College and certain other selected institutions to determine the following:

1. To assess and evaluate some of the driving forces that have caused the development of graduate programs in education, and more rapidly in some areas than others.

2. To attempt to discover the effect of the philosophic beliefs of Graduate Faculty and Administrators upon graduate programs in education.

3. From the above, to determine if possible, implications for the future.

Details of the Study

Information upon which the study is based was obtained in several ways:

1. A mimeographed questionnaire consisting of seven separate sections was sent to selected institutions having graduate programs in education comparable to that of The Pennsylvania State College. Sections were variously directed to the dean or department head, and to the chairmen of the divisions of art education, elementary education, secondary education, higher education, guidance, and administration and supervision.

2. To provide a basis for comparison, the same questionnaires were submitted to the various divisions at The Pennsylvania State College, and to the Head of the Department of Education.

3. Oral interviews composed of seventeen "open-end" type questions were conducted with twenty four members of the Graduate Faculty, active and retired, in the program of education of The Pennsylvania State College.

4. In addition to wide reading in the field in general, much use was made of documentary and mimeographed materials from the files of the School and Department of Education of The Pennsylvania State College. Material was also obtained from the State Department of Public Instruction and the United States Office of Education at Washington.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

ED000 083

From the information received, comparative study was made of each of the divisions selected. Work charts were prepared on which all responses to each question in any specific questionnaire were grouped for comparative study. The same method was followed for the more detailed questionnaire sent to administrators. Since replies to oral interviews were often extensive, no attempt was made to chart this information, but replies by all respondents to each question were compared. Faculty members were grouped by division or area of study to correspond to the groupings of the questionnaires. Any not included in one of the selected divisions were discussed in a separate section of the study. A work chart showing changes in course offerings in the graduate program in education at The Pennsylvania State College from 1920 every five years through 1950, and including 1953, was also prepared. A brief description of each course as it was first offered was included and changes in description noted as they occurred.

Nature of Graduate Programs as Revealed by this Study

It was found upon examination that some of our larger schools offering graduate programs in education have approximately the same type of admission requirements, differing in detail but similar in intent. It was further found that while some schools are strong in one area, others are strong in other areas. Methods of selection of candidates differ as do types of oral and written examinations. Almost all schools use the advisory system and believe in the value of the dissertation. In many schools there is a trend toward the use of shorter projects with several of these being demanded in the course of the candidate's study. All schools rated their graduate programs in education as being stronger now than formerly in scope of program and caliber of staff and students.

Principal Findings

1. The main purposes and obligations of graduate programs of education are seen by educators as being:

   a. To provide educational leadership to the State.
   b. To provide education for professional competence to the student
   c. To engage in research in education and to disseminate findings through proper media.

2. Development of graduate programs in education derives from the philosophies of the people as expressed through economic and sociological development leading to increased demands for education on higher and improved levels.

3. While philosophies of members of Graduate Faculties in Education are derived from the society in which they live, there is no single philosophy to which educators in any one school, or in all schools, adhere.

4. Certification rulings emenating from the State Council on Education in Pennsylvania have been probably the most influentual single factor in causing the development of graduate schools both as to size and structure of program. While such rulings reflect the needs of the State, they are expressions of the thinking of educational leaders and there is a close

LD 5655 .T4 1954 C3

articulation among the Faculty and Staff of The Pennsylvania State College, the surrounding Teachers Colleges, and the officials of the Commonwealth at Harrisburg.

5. The fact that a census of the philosophies of a large number of the Graduate Faculty, together with some of the administrative staff, of the program in education of The Pennsylvania State College shows a majority to be liberal and progressive, holds implications for the future of educational programs both at the College and on a State-wide level. This is true not only from the articulation mentioned above, but through the influence of graduates of the College scattered in teaching and administrative positions throughout the State, and the wide personal contacts of faculty members with communities and educational leaders on local levels.

6. Institutions offering graduate programs in education, including The Pennsylvania State College, are not satisfied with programs as they are now constructed. This is a healthy sign and without it education would either stagnate or retrogress. Some of the points of dissatisfaction are:

a. Plans of organization are felt to be too rigid and compartmentalized.

b. There is too little emphasis on basic, fundamental or core courses.

c. Selection of candidates for advanced degrees is not bad at present, but methods of screening should be improved. More provision should be made for needs of individual students through personnel services and remedial work. Revisions of examinations are indicated.

d. The doctoral dissertation has great value and research is revered generally. However, there should be an increased emphasis given to the present trend toward change in type of such research program. Internships and field study should be further developed. They should be carefully supervised.

e. There is a pressing need at most institutions, and particularly at The Pennsylvania State College, for better physical facilities, laboratory schools, more provision for supplies and equipment, larger staffs, higher salaries; in general, all programs suffer badly from inadequate financing.

7. Staff morale in graduate schools preparing professional educators was found to be high. This is particularly true at The Pennsylvania State College. The program is administered in a democratic manner, committees of the faculty are responsible for suggesting, planning, and in many cases carrying out programs. The atmosphere is friendly, and strong, healthful rapport exists among its members. While all staff members are heavily overloaded, they display a professional attitude toward their work, are enthusiastic and promote the interests of education whenever and wherever

possible.

Conclusions

Driving forces in the development of graduate programs for the preparation of professional educators have been varied but their manner and direction of development have been influenced directly and extensively by the philosophies of the educational leaders in charge of such programs. Faculties in graduate programs of education, not being confined to any one philosophic belief, have thereby been enabled to think broadly and individually concerning educational problems, and the programs emerging from the sum of such thinking have continued flexible and adapted to the needs of the democracy. Limitations on freedom of thought or attempts to confine education within one philosophy would be disastrous to the democratic development of our system of public education. To preserve this freedom it is necessary that a clear understanding of the backgrounds and history of the development of education in a democracy, and the concept of the variance in philosophic thinking attendant upon its development be one of the main obligations of graduate programs in education. Therefore, a study of history and of philosophic thought should be woven into the entire fabric of all programs of education, and particularly of graduate programs preparing professional educators.